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ABSTRACT

An annotated bibliography of more than 200 entries on minority access to professional education covers journal articles, professional association publications, institutional program and research reports, government documents, congressional hearings, conference proceedings, law review articles, and government agency reports. Citations, dated 1969 through 1981, are divided into two sections with subsections. The first section, on the professions, includes these categories: accounting/business, allied health professions, dentistry, engineering, legal education, medicine, nursing, psychology, sciences/mathematics, and social work. The second section, on general issues of access to the professions, includes subsections on the Bakke case, graduate and professional education, higher education, and minorities and the work force. Many of the items are descriptions of programs for assisting minorities in gaining access to professional education. Preferential admissions programs or other special remediation programs are explained as reparation for historical inequities and the need for services in minority communities. The basic program outline usually consists of financial aid, academic remediation, and psychosocial adjustment support systems (e.g., counseling). Early outreach programs, to junior high and high school students, are often cited. (MSE)

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MINORITY ACCESS TO PROFESSIONAL EDUCATION:

A SELECTED BIBLIOGRAPHY

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Introduction

This list was developed at the request of New York University's Higher Education Opportunities Program, and the New York State Education Department, Office of Higher and Professional Education. Both automated and manual searching was done to uncover the citations. It is not intended to be exhaustive, but merely to point out areas for consideration in the study of minority access to professional education. Most of the entries cover the period 1970 to the present.

The New York State Board of Regents is responsible for the licensing or certification of a number of professions, which are listed at the end of this Introduction. This list of professions served as the basic framework for the exploration of available literature. Although the legal profession is not on this list, citations related to legal education were included as they were discovered because of their importance to the overall topic of minority access and because professional programs in law are registered by the New York State Education Department. Only printed sources are included, primarily articles, books, and reports.

The bibliography is divided into two sections: Part I deals with the individual professions, listed alphabetically under major occupational headings. Part II is devoted to significant areas of general concern related to access. These include the Bakke Decision, materials that were found specifically related to graduate and professional education, a variety of items dealing with Higher Education and Minorities which have implications for professional education, and Minorities in the Work Force focusing on career choices, occupational outlook, and Affirmative Action. Entries are listed alphabetically by author under each subheading. Unannotated entries reflect those items which were considered to be relevant, but not viewed by the compilers.

Many of the pieces contained here are descriptions of programs for assisting minorities in gaining access to professional education, although a separate inventory of such programs will be formulated in a later report. An examination of these materials indicates certain patterns in their objectives and methodology, with little variation over the years, beginning in the late 1960s. Consistently, the two major reasons for establishing a preferential admissions program or other special programs of remediation for minorities in professional schools are stated as (1) reparations for historical inequities in access to professions of prestige and economic opportunity, and (2) the need for services of the sort provided by that particular profession within minority communities. The basic program outline usually consists of financial aid, academic remediation, and psychosocial adjustment mechanisms, i.e., counseling and other support systems. Most of the programs reported success with this formula. A large number of the authors writing in this area advocate "early outreach" programs geared to junior high or high school students to identify promising minority youth and provide them with the basic skills training required to succeed in graduate and professional schools.

Professions licensed or certified by the Board of Regents:

Acupuncture
Animal Health Technology
Architecture
Audiology
Certified Public Accountancy
Certified Shorthand Reporting
Chiropractic
Dental Hygiene
Dentistry
Land Surveying
Landscape Architecture
Licensed Practical Nursing
Massage
Medicine
Occupational Therapy Assistant
Occupational Therapy
Ophthalmic Dispensing
Optometry
Pharmacy
Physical Therapy
Physical Therapy Assistant
Podiatry
Psychology
Public Accountancy
Professional Engineering
Registered Physician's Assistant
Registered Professional Nursing
Registered Specialist's Assistant
Social Work
Speech Pathology
Veterinary Medicine

Minority Access to Professional Education:
A Selected Bibliography

PART I: THE PROFESSIONS

A. Accounting/Business

DeZoort, Frank A., Comp. and Flewellen, William C., Jr., Comp. Minority Report - 1973. St. Louis, MO: American Assembly of Collegiate Schools of Business, 1974.

A summary of a survey of 236 business schools. They were asked to respond to questions regarding minority students and faculty. Statistical tables containing data concerning undergraduate enrollment, students expected to complete degrees by 1972 and 1973, enrollment in master's program, etc. are included in this report. There is also data on special programs, admissions criteria, and financial assistance.

Gifford, William R. "Times Ten - Account's Aim." Journal of College Placement. 35 (2), 1975, pp. 40-45.

Discusses programs being initiated to cope with the increasing needs for minorities in the accounting field.

McArthur, John H. Research Project Concerning Students from Minority Groups. Final Report. Cambridge, MA: Harvard University, 1974.

Describes programs undertaken by the faculty and administration of the School of Business in the areas of recruitment, selection, financial aid, curriculum, and career development for minority students.

B. Allied Health Professions

Avery, Robert et al. Toward an Allied Health Career Today (Operation TACT). Final Evaluation Report and Final Report. Storrs, CT: Connecticut University, School of Allied Health Professions, 1975.

Describes Operation TACT, a cooperatively planned program integrating allied health education into the secondary level curriculum for minorities and disadvantaged students. Includes a historical summary of the project, a brief description of the program and statement of project goals. Outlines project methodology and includes a section on developing local field trips to encourage interest in the allied health professions.

"Blacks in White: Affirmative Action in Health Services." Urban League Review. 4 (2), Winter 1979, pp. 65-71.

Brewer, Willis R. et al. "Increasing Minority Recruitment to the Health Professions by Enlarging the Applicant Pool." New England Journal of Medicine. 301 (2), July 12, 1979, pp. 74-76.

Describes a program in Arizona for minority or disadvantaged students from junior and senior high schools to assist them in preparing for careers in the health professions. The program, Med Start, featured recruitment into clubs, training in leadership, counseling by other minority students, work experience and specialized courses in English, mathematics, and basic biologic sciences. Suggests that the pool of minority applicants for education in the health professions can probably be increased by suitable programs that begin in high school.

Diekema, Anthony J. and Hilton, William J. "The Medical Opportunities Program: An Approach Towards Increasing Minority Enrollment in Health Professional Schools." College and University, 47 (3), 1972, pp. 201-210.

Diekema, Anthony J. "The Medical Opportunities Program Revisited: An Assessment of Admission, Fnrollment and Retention of Minority Students in Health Professional Schools." Journal of the American Association of Collegiate Registrars and Admissions Officers, 50 (1), 1974, pp. 60-75.

Esler, Elisa P. Barriers to Minorities in Allied Health Education: A Report on Seven Southeastern States. Final Report. Durham, NC: Research Triangle Institute, 1975.

Reports a series of meetings held in seven southeastern states on the subject of underrepresentation of minorities in the allied health professions. The report includes profiles of each state, educational institutions profiles, group discussions and findings, and the group's priority rankings of the issues.

Feldbaum, Eleanor G. Recruitment Strategies in the Health Professions. College Park, MD: Maryland University, Program of Health Services Delivery, 1977.

A two-part study was conducted to investigate underrepresentation of blacks in the medical and nursing professions. The first part, a literature search, uncovered the need for minority role models, special preparatory and remedial programs, and adequate financial aid. The second part, a questionnaire sent to chairpersons of 26 nursing schools, concluded that (1) blacks are most likely to enroll in schools with associate degree programs, low tuition rates, and located in their own neighborhoods; (2) meeting with high school counselors and students is the most successful recruitment practice; (3) special admissions criteria and admissions committees with black members do not affect the size of black enrollment; (4) pre-admissions programs through remedial instruction increase the number of black applicants but have little effect on student retention and State Board passage rate; and (5) schools with flexible curriculum and class scheduling have a high retention of black students as do schools with extensive funding programs.

Harrison, Frankie G. and McBride, Elizabeth T. "A Minority Recruitment and Retention Model for a Department of Medical Allied Health Professions." Journal of Allied Health, February 1981, pp. 15-22.

Describes a recruitment and retention model for minority students with four major components: recruitment, admissions, support systems, and career realization. Program includes a minority student advocate position, whose job it is to assure that the various components are operating with consistency and are properly monitored. Includes evaluation criteria for the various components.

Holmstrom, Engin Inel; Knepper, Paula R.; Kent, Laura. Women and Minorities in Health Fields. A Trend Analysis of College Freshman. 2 vol. Washington, DC: Policy Analysis Service, American Council on Education, 1976.

Jennings, Don, ed. American Indian Health Careers Handbook. Third Edition. Norman, OK: Association of American Indian Physicians, Inc., 1976.

Designed to inform American Indian students about health career opportunities. Fields included in the handbook are medicine, dentistry, pharmacy, nursing, veterinary medicine, osteopathy, podiatry, and public health professions. Includes information on preparing for a health career beginning with secondary schooling through specialized training, and explains necessary coursework and available financial aid. Lists programs for Indian students, financial aid information, and recommended reading lists.

Martinez, Luciano S. University of Utah Summer Health Science Program 1977. Salt Lake City, UT: Utah University, Ethnic Minority Student Health Science Center, 1977.

Describes a summer program designed to give minority students an opportunity to explore career options in various allied health fields. Sixty minority students were enrolled. They attended classes and were provided with part-time jobs in the health field to expose them to these opportunities. Recommendations pertaining to funding, recruitment, job placement, curriculum, and support services are included.

May, Judy Thomas. "Minority Recruitment to the Health Professions: An Assessment of the COHS Program." Oklahoma State Medical Association Journal, Vol. 73, August 1980, pp. 297-301.

Reports a successful program for recruiting students from disadvantaged backgrounds to the biomedical professions. The program is geared to acquainting high school students with health science research and a variety of career opportunities available within the field. Data indicates that there is a significant level of academic success among COHS participants.

McBride, Elizabeth T. "Increasing Minorities in the Physical Therapy Profession Through Student Admissions." Physical Therapy. 60 (10), October 1980, pp. 1284-1288.

Briefly examines Affirmative Action and selected admissions topics to assist schools of physical therapy in increasing the number of minority enrollees. Includes a discussion of non-traditional predictors for success developed by Sedlaceck and Brooks, and concludes with some recommendations for enhancing the role of minorities within the physical therapy profession.

Minorities and Women in the Health Field: Applicants, Students and Workers. Bethesda, MD: Health Resources Administration, 1974.

A compilation of selected available data on the representation of racial/ethnic minority groups and women in the health professions. Includes both information on participation at that time and trend data covering the following areas: medicine, osteopathic medicine, dentistry, optometry, pharmacy, podiatry, veterinary medicine, nursing, allied health, public health, and pre-medical, pre-dental and pre-veterinary science.

Minority Students in Allied Health and Science. Proceedings. Atlanta, GA: Southern Regional Education Board, Institute for Higher Educational Opportunity, April 1976.

Papers presented at this conference focused on increasing minority representation in the allied health field. Topics included the role of undergraduate education, the importance of teaching communications skills to prepare students for careers in health, the recruitment and retention of minority students in science programs, and support services for minority students in science.

A National Program to Expand Educational Opportunity in Hospital and Health Care Administration. Washington, DC: Association of University Programs in Hospital Administration, 1971.

Structured around four position papers: The Retention of Minority Group Students, Recruitment and Motivation, Financial Aid, and Placement. A list of seven recommendations in support of these objectives is included.

Murray, Betty. A National Study of Minority Group Areas to Allied Health Professions Education in the Southwest. Final Report. San Antonio, TX: Southwest Program Development Corporation, 1975.

This was a two-year study conducted to identify barriers experienced by minority group students in entering and completing a post-secondary educational program in allied health. Includes a prioritization of barriers according to their importance to each of three minority groups: Hispanic Americans, American Indians, and blacks.

Perry, Richard et al. "A Follow-Up Evaluation of a Summer Health Career Program for Minority Students." Journal of Medical Education, 51 (3), 1976, pp. 175-180.

Evaluates a special summer education program developed to attract minority students to health careers. Indicates that such a program can have an effect on the career choice of minority members.

Philpot, Wilbertine. Minorities and Women in the Health Fields: Applicants, Students, Workers. Washington, DC: US DHEW, Bureau of Health Manpower, 1979.

Roberts, Diane and Plunkett, Robert A. "Selected Keys to Open the Door to Minority Student Participation in Health Careers." Journal of Allied Health, 3 (1), 1974, pp. 40-49.

Identifies programs designed to remove barriers keeping minorities from entering health professions, 14 institutions designing or offering this kind of curriculum, and federal programs which have offered sources of funding to institutions wishing to engage in these activities.

Schneller, Eugene Stewart and Weiner, Terry S. "The Black Physician's Assistant: Problems and Prospects." Journal of Medical Education. 53 (8), August 1978, pp. 661-666.

Discusses the differences between black and white recruits to the physician's assistant occupation. Blacks appear to value the status and income of the position more so than whites. They also appear to be more willing to practice in low income or ghetto areas than whites.

U.S. Congress. Senate. Select Committee on Indian Affairs. Indian Health Service Oversight and Reauthorization of Indian Health Care Improvement Act. Hearings. 96th Congress, Second Session, 1980.

Contains testimony of persons before the Select Committee on Indian Affairs in the United States Senate regarding the health care of American Indians. It includes a long and detailed report on the In-med Program. This program was designed to prepare Indians for careers in the health field.

Turner, Charles E., Jr. New Haven Institute of Allied Health Careers. Final Report. Bethesda, MD: US DHEW, Bureau of Health Manpower, 1975.

Describes a program to assist educationally disadvantaged students in preparing for health careers through guidance services and addresses the lack of access to and mobility within the health professions systems for minorities. The program worked with students in grades 10-12. The program components included academic assistance, guidance services, career education exposure, and inter-institutional educational planning.

Whittington, Marna and Benson, Stephen D. Identification of Barriers and Proposed Solutions to the Attainment of Equal Representation in Postsecondary Allied Health Programs for Minorities. Final Report. Philadelphia, PA: Associates for Research in Behavior, Inc., Science Center. New England Hospital Assembly, Inc., 1975.

Identifies the barriers which prevent application, matriculation, and/or completion of allied health postsecondary education programs by blacks, Hispanics, and Native Americans, and recommends means of reducing or eliminating these barriers. Strategies for eliminating barriers include programs of public information, outreach, and training. This study was limited to the Northeastern states of Maine, Rhode Island, Vermont, New Hampshire, Massachusetts, Connecticut and New York.

Weaver, Jerry L. and Garrett, Sharon D. "Sexism and Racism in the American Health Industry: A Comparative Analysis." International Journal of Health Services, 8 (4), 1978, pp. 677-703.

A very detailed analysis of a wide range of materials discussing the exploitation of and discrimination against women and ethnic minorities by the American health industry. It discusses both the experience of women and minorities in professional schools and the often inferior treatment they receive by health practitioners. The authors conclude that there is a similarity in the situation of women and minorities which reflect the pervasiveness of racism and sexism in American institutions.

Women and Minorities in Health Fields: A Trend Analysis of College Freshman. 2 vol. Washington, DC: US DHEW, Health Resources Administration, 1977.

C. Dentistry

American Dental Association, Division of Educational Measurements. Minority Report 1978/79. Chicago, 1979.

Claycomb, C. K.; Moreland, Olvin; Park, Richard I. "Recruitment of Ethnic and Socio-economically Disadvantaged Students in Dentistry." Journal of Dental Education. 44 (4), April 1980, pp. 195-197.

Describes program started in 1973 at University of Oregon to attract and graduate black, Chicano, Native American and disadvantaged white students. The program consisted of three components: career orientation and development, recruitment, and academic enrichment/retention. Recommends long-range recruiting efforts beginning in high school to ensure that there are qualified minorities ready to enroll in professional schools at the appropriate time.

Henry, Joseph L. "Increasing Recruitment and Retention of Minority Students in Health Programs - Dentistry." Journal of Dental Education. 44 (4), April 1980, pp. 191-194.

States the importance of educating minority dental professionals because of the tremendous need for health care within disadvantaged minority communities. Documents the decline in black enrollment in dental schools as opposed to the gains made in the mid-seventies. Includes a series of recommendations beginning with the overall strengthening of public schools to emphasize the skills and characteristics needed to compete in graduate and professional education.

Henry, Joseph L. Opportunities for Minorities in Dentistry. Presentation for workshop on Minorities in Dentistry. Edwardsville, IL: Southern Illinois University, March 23, 1979.

Henry, Joseph L. and Sinkford, J. C. "Recruitment of Minorities for the Health Professions." HEW Health Services Report. 88 (2), February 1973, pp. 113-116.

Outlines a successful recruitment program for attracting minority students to the dental profession. Advocates establishing a team of recruiters including minority professionals rather than relying on high school guidance counselors.

Henry, Joseph L. and Sinkford, J. C. "The Retention and Education of Minority Dental Students (Minimizing Problems Encountered)." Sumnicht, R. W. and Anderson, C. F. ed. Proceedings of Workshop on Minority Dental Student Recruitment, Retention and Education. Kansas City, MO: University of Missouri, Kansas City, April 1975.

Lennon, Frank et al. The Beginning of a Journey. A Report on Minority Programs in Predominantly White Dental Schools. Cambridge, MA: Abt Associates, Inc., April 1974.

A workshop was held on minority education in dentistry to discuss issues and approaches to increasing minority participation. Problems identified included how to identify qualified minority students, the relevance of establishing admissions criteria, the need to meet academic and social needs of minority students, the need for adequate financial assistance, and the costs of establishing such programs.

Mendel, Robert W. and Tabb, W. Gary. "Problems in Admissions in U.S. Dental Schools." College and University. 52 (3), Spring 1977, pp. 299-316.

Identifies inadequate representation of women and minority group members as a major problem in dental schools. Some reasons indicated for low participation by blacks include the inacceptable academic background, difficulty in adapting to the dental school environment, the small applicant pool, and insufficient financial aid.

Montoya, Roberto et al. "Minority Dental School Graduates: Do They Serve Minority Communities?" American Journal of Public Health. 68 ( ), October 1978, pp. 1017-1019.

Contains initial findings of a study done of recent minority graduates at three California dental schools. The authors believe that although the sample was small, that there is an indication that minority dentists are choosing to serve minority clientele. This is significant since most Affirmative Action programs in the health field are related to manpower shortages within health professions serving minority communities.

A Study to Document the Effects of Altering Traditional Dental School Recruitment and Admissions Policies for Minority Students. Codebook for Minority Student Interviews, Vol. 3. Cambridge, MA: APT Associates, 1974.

Examines the range and scope of recruitment, admissions, and retention strategies at four selected dental schools which developed special programs for minority students. The four schools, identified by the Division of Dental Health as schools with notable minority recruitment and admissions programs, were the University of California at San Francisco, the University of Southern California, the University of Illinois, and the University of Maryland.

Sumnicht, R. W. and Anderson, C. F. ed. Proceedings for the Workshop on Minority Dental Students Recruitment, Retention and Education. Kansas City, MO: University of Missouri, Kansas City, April 1975.

D. Engineering

Bradley, Francis X., Jr. "Tackling the Challenge of Minority Participation." Engineering Education. 66 (4), 1976, p. 296.

Reports on various committees' actions directed towards providing minority group representation in the field of engineering.

Building Effective Minority Programs in Engineering Education. Washington, DC: National Academy of Sciences, September 1975.

Contains an analysis of the various approaches that have been used and proven successful, and brief descriptions of 59 individual college minority engineering programs.

Connolly, Terry and Porter, Alan L. "Women in Engineering: Recruitment and Retention." Engineering Education. 70 (8), May 1980, pp. 822-827.

Reports on a study showing "what factors support the recruitment and retention of women students in engineering," recommendations for increasing enrollment and maintaining growth of this enrollment, and influences of factors on program success.

Crowley, Michael F. Women and Minorities in Science and Engineering. Washington, DC: National Science Foundation, 1977.

Discusses the current employment situation for women and minorities in the scientific and engineering work force and whether there is an underutilization of women and minorities within these fields. Attempts to identify problems with participation and possible solutions for reaching parity.

DeYoung, Henry G. "ITT Pushes for More Minority Engineers." Change 7 ( ), 1975, pp. 13-15.

Describes the Illinois Institute of Technology Program of recruiting minority high school students for engineering careers. The program includes Saturday and summer courses for juniors and seniors and engineering concepts and skills, reading and communication skills, on-the-job training, and placement in a regular four-year engineering curriculum.

Greenberger, Robert S. "Minority Engineering Graduates Grow in Number, with Industry's Help." Wall Street Journal. CXCVII (197) no. 72, April 14, 1981, p. 1, column 5, 2 paragraphs.

Short article indicating that in June 1980 engineering schools graduated 2,383 minorities with bachelor's degrees, 4.1 per cent of total, up from 1,225 (2.9 per cent) in '73.

Lusterman, Seymour. Minorities in Engineering: The Corporate Role. New York, NY: The Conference Board, Inc., 1979.

Discusses the corporate role in the Minorities in Engineering effort. Indicates corporate contributions and identifies programs for pre-college, transitional, and college level participation by minorities.

Planning Commission for Expanding Minority Opportunities in Engineering. Minorities in Engineering: A Blueprint for Action. New York, NY: Alfred P. Sloan Foundation, 1974.

Retention of Minority Students in Engineering: A Report of the Retention Task Force. Committee on Minorities in Engineering, Assembly of Engineering, National Research Council. Washington, DC: National Assembly of Sciences, 1977.

Questionnaires were sent to 200 engineering colleges to discover information related to minority enrollment. Of these, only 31 schools responded. Findings among these 31 schools included that insufficient preparation in mathematics and sciences, inadequate motivation toward engineering as a career choice, lack of adequate financial resources, and the absence of self-confidence were the most common reasons for attrition among minority engineering students. Faculty and staff was an important variable in the retention program. Among the recommendations were that successful pre-college academic programs be continued and expanded to increase the academic skills of the underprepared, that able minority juniors and seniors and/or graduate students should be identified and tutored by other students for preparation in a career in engineering.

Symposium on Increasing Minority Participation in Engineering. Proceedings. Washington, DC: National Academy of Engineering, Commission on Education, May 1973.

Two hundred fifty engineers, educators, students, and representatives of minority social action groups, professional and technical societies, foundations, industry and government met to discuss the recruitment and financial support of minority students in engineering. Recommendations adopted were that the National Academy of Engineering establish a standing committee on minorities in engineering composed of educators, members of minority groups, and representatives of industry and professional technical organizations; and that the National Academy of Engineering take the initiative in exploring with industry, government, and educators the feasibility of creating a national council on minorities in engineering. Briefly describes 35 programs and activities of schools, and in government and industry, which address minority participation.

Workshop for Program Directors in Engineering Education of Minorities. Proceedings. (Washington, DC, June 12-14, 1975). Washington, DC: National Academy of Sciences, 1976.

The purpose of this workshop was to update an overview of the programs at engineering schools and the problems still remaining for minority engineering students. Workshop topics were organized around (1) the need for guidance, motivation, and preparation of minority students; (2) administrative skills and resources required by minority program directors; (3) the personal and professional development of minority engineering students; and (4) retention. Contains the transcript of keynote addresses, edited summaries of panel presentations and workshop activities, and listings of participants and members of the National Advisory Council on Minorities in Engineering and the Committee on Minorities in Engineering.

E. Legal Education

Bromall, Irvin H. "Black and Minority Law School Students: A Stratum for Societal Change." Journal of Non-White Concerns in Personnel and Guidance. 3 (3), 1975, pp. 114-120.

Looks at the current and future black and minority law students, their situation and their potential as change agents within the society.

Brown, Susan E. and Marenco, Eduardo, Jr. Law School Admissions Study. San Francisco, CA: Mexican-American Legal Defense and Educational Fund, 1980.

Discusses law school admission of Hispanics using a study of California law schools. Concludes that Hispanics will be systematically excluded from law schools due to the heavy reliance on GPA/LSAT scores for admission. Also discusses the issues involved in professional school admissions and constitutional means for facilitating minority access to professions from which certain groups have been historically underrepresented.

Cabranes, José A. "Careers in Law for Minorities: A Puerto Rican's Perspective on Recent Developments in Legal Education." Journal of Legal Education. 25 (4), 1973, pp. 447-458.

Edmonds, Thom. "Financing Graduate and Graduate Professional School Education." Education and Urban Society. 8 (3), 1976, pp. 333-354.

Focuses on the financing of a legal education and the impact of that financing on urban centers and lower economic individuals. Concludes with discussion of role of federal government and the university and on the need for continued access for minority students to legal training.

Griswold, Erwin N. "Some Observations on the DeFunis Case." Columbia Law Review. 75 (3), 1975, pp. 512-519.

Author outlines arguments for minority admissions programs including need for a diverse law school student body. Discusses the problem of existing admissions criteria and the limitations of minority admissions programs.

Parker, Kellis E. and Stebman, Betty J. "Legal Education for Blacks." Annals of the American Academy of Political and Social Science, 407, 1973, pp. 144-155.

Blacks in legal education are viewed in the natural history of matriculation in law schools; admission, financial aid, attrition, bar examinations, placement are discussed.

Ramsey, Henry, Jr. "Affirmative Action at American Bar Association Approved Law Schools: 1979-1980." Journal of Legal Education. 30 (4-5), 1980, pp. 377-416.

A study of Affirmative Action programs in law school admissions was done after the Bakke decision to see if there was possible retrenchment by law schools in increasing minority representation. The results indicated that the majority outside the south felt that the Bakke opinion permitted such special programs to exist within their schools.

Redish, Martin H. "Preferential Law School Admissions and the Equal Protection Clause: An Analysis of the Competing Arguments." UCLA Law Review. 22 (2), December 1974, pp. 343-400.

Examines the DeFunis and preferential admissions policies from the legal perspective. Includes possible alternatives for accomplishing the goals which have led to preferential admissions.

F. Medicine

Access to the Medical Profession in Colorado by Minorities and Women. Denver, CO: Colorado Advisory Committee to the United States Commission on Civil Rights, June 1976.

A comprehensive report on the status of minority and women's participation in medical education within Colorado at that time. Also includes information on the national scene.

American Medical Association. "Money Becoming Admissions Criterion." American Medical News. February 8, 1976.

Beck, Paul et al. "Recruitment and Retention Program for Minority and Disadvantaged Students." Journal of Medical Education. 53 (8), August 1978, pp. 651-657.

Recounts the success of the University of Colorado Medical Center in increasing its number of minority students. By using a number of recruitment strategies and providing sufficient support services, they were able to increase the number of minority applicants to the medical school from 45 in 1971 to 265 in 1977.

Bingham, Rebecca Saady. "Equity of Access: New Approaches to Minority Admissions." Civil Rights Digest. 10 (2), Winter 1978, pp. 44-50.

Discusses, in the wake of the Bakke decision, the Simulated Minority Admissions Exercises (SMAE). Developed by the Association of American Medical Colleges, these exercises assist admissions committee members in more effectively evaluating minority applicants.

Birch, Janet S. and Wolfe, Samuel. "An Enrichment Program for Minority Students." Journal of Medical Education. 50 (11), 1975, pp. 1059-1060.

Describes the Meharry Medical College Biochemical Sciences Program (1969-73). This program recruited students from predominantly southern and black colleges by providing post-junior year summer science training. Participants were more likely than a cross section of all applicants to gain admission to medical or dental school.

Blacklow, Robert S. et al. An Evaluation Report of the Harvard Health Careers Summer Program for Minority Students: Volume One. Bethesda, MD: National Center for Health Services Research and Development, Public Health Service, 1971.

Tells of the efforts by Harvard University Medical School and School of Dental Medicine to attract more minority students into medicine and dentistry and to strengthen their academic preparation in science and mathematics. The summary includes a description of the three major components: academic course work, academic tutorial, and clinical tutorial.

Booker, John M. and McPhail, Jasper L. "American Indians in U.S. Medical Education: Trends and Prospects." Journal of Medical Education. 54 (8), August 1979, pp. 651-652.

Documents the low number of applicants and enrollees. Calls for steps to address this shortage but makes no suggestions on how.

Caress, Barbara. The Myth of Reverse Discrimination: Declining Minority Enrollment in New York City's Medical Schools. New York, NY: Health/PAC, 1977.

Shows that minority enrollment in New York City's six medical schools is sadly behind that in the rest of the nation and continues to decline. Rebuts those who believe blacks are replacing whites in the nation's professional schools.

Curtis, James L. "Minority Student Success and Failure with the National Intern and Resident Matching Program." Journal of Medical Education. 50 (6), 1975, pp. 563-570.

"Datagram: Medical Student Enrollment, 1971-72 through 1975-76." Journal of Medical Education. 51 (2), 1976, pp. 140-141.

Reports 55,818 enrolled in 114 U.S. medical schools in 1975-76, 28 per cent which were women and minorities, according to the annual survey of the Association of American Medical Colleges. Tables contain totals for first year students and total students for each of the five past years for men and women, minority and foreign students.

Dube, W. F. "Datagram: Women Enrollment and its Minority Component in U.S. Medical Schools." Journal of Medical Education. 51 (8), 1976, pp. 691-693.

Evans, Doris A. et al. "Traditional Criteria as Predictors of Minority Student Success in Medical School." Journal of Medical Education. 50 (10), 1975, pp. 934-935.

A study of the relationship between the medical college admissions test, grade point average, quality of undergraduate college attended (Austin Index), and a pre-clinical performance of underrepresented minority students at Case Western Reserve University of Medicine. Showed all three to have predictive value, the Austin Index being the best.

An Exploratory Evaluation of U.S. Medical Schools's Efforts to Achieve Equal Representation of Minority Students. Washington,DC: US DHEW, Health Resources Administration, Office of Health Resources Opportunity, December 1977.

A detailed analysis of the 115 medical schools in the Association of American Medical Colleges. Principal findings included that, although there has been a significant increase in minority medical students since 1971, there has been a decreasing trend since the

1975-76 academic year. This is attributed to the loss of federal financial aid for health professions scholarships in 1974. Concludes that there was severe limitations in the availability of comprehensive historical data concerning the present cost and quality of minority-related programs within the schools surveyed. This study contains a large body of statistical data useful in designing or evaluating programs directed toward minorities in the professions.

Feldman, Lawrence A. and Burnett, Foster F. "Students for Medicine: A Program for the Preparation of the Disadvantaged Student." Journal of Medical Education. 48 (10), 1973, pp. 945-947.

Fitzgerald, Faith T. "Three Years After Bakke: A Reaffirmation." The New England Journal of Medicine. 305 (15), October 8, 1981.

The Associate Dean for Student and Curricular Affairs at the University of California, Davis Medical School discusses their Affirmative Action program three years after the Bakke decision. Although the school has experienced a decline in minority enrollment due to the rigorous new admissions procedures required after the decision, they are still committed to this type of recruitment. Concludes that minorities have special attributes including the desire to succeed in spite of negative circumstances, and the ability to endure and overcome opposition, which will enrich the medical profession. States that the current decline in federal funding for loans and scholarships will greatly affect the ability of minority students to participate in a medical education.

Geertsma, R. H. "A Special Tutorial for Minority Medical Students: An Account of a Year's Experience." Journal of Medical Education. 52 (5), February 1977, pp. 396-403.

This article discusses a program designed to assist five black first- and second-year medical students at the University of Rochester in problem solving and basic science skills. It describes in detail the strategies used to assist these students and their relative effectiveness. The major conclusion is that cognitive problems of minority medical students should be dealt with in conjunction with consideration of affective problems (i.e., establishing trust and understanding between students and staff).

Haynes, Alfred. "Influence of Social Background in Medical Education." Journal of Medical Education. 48 (12), 1973, pp. 45-48.

Levine, Harold G. et al. "Six Years of Experience with a Summer Program for Minority Students." Journal of Medical Education. 51 (9), 1976, pp. 735-742.

Describes the University of Texas Medical Branch at Galveston Summer Program for recruiting minority students. The program emphasized increasing the potential student's motivation and academic skills. Its impact on UTMB enrollment was considered disappointing.

Margolis, Stephen and Marshall, Carter L. "A Comprehensive Retention Program for Disadvantaged Medical Students." JAMA. 228 (7), 1974, p. 861.

Outlines the retention program developed at the Mount Sinai School of Medicine of The City University of New York. The program was based on the assumption that (1) disadvantaged students are victims of poor preparation rather than lack of intelligence; (2) academic deficits can be corrected by the medical school after the student has been admitted; and (3) special programs are not necessary after the first year.

Minority Medical Students: Who They Are, Their Progress, Career Aspirations, Their Future in Medical School. Washington, DC: US DHEW, Health Resources Administration, Office of Health Resources Opportunity, 1978.

Minority Student Opportunities in United States Medical Schools, 1970-1971. Washington, DC: Association of American Medical Colleges, 1970.

Gives data from 98 medical schools on the participation of minorities at their campuses.

Murphy, Lucy P. and McNair, F. Wesley. "A Long-Range Evaluation of a Science Program for Undergraduate Minority Students." Journal of Medical Education, Vol. 56. March 1981, pp. 196-197.

Describes an 11-year program at Meharry geared to increasing the black applicant pool to medical schools. Concludes that placing minority students in the medical school environment, where they may interact with health care professionals in a carefully designed program, is an effective means of preparing and motivating these students for careers in the health fields.

Odegaard, Charles E. Minorities in Medicine: From Receptive Passivity to Positive Action, 1966-1967. New York, NY: The Josiah Macy, Jr. Foundation, 1977.

Extensive study of minority participation within the field of medicine. Includes chapters on minority enrollment in medical schools, selective admissions and their legal implications, financial assistance, and special programs for minorities. Data for this study was gathered from a survey of 89 medical schools and personal visits by the author to 44 medical schools.

Ortiz, Gilbert and Kendler, Karen Seed. "The New York Medical College Summer Program: Remedial Education for Medical School Admission." Journal of Medical Education. 49 (7), 1974, pp. 694-695.

Describes a summer program initiated by the Office of Minority Affairs at New York Medical College which provided disadvantaged minority college students with academic support, study skill guidance, and career guidance in preparation for entrance into medical school.

Report of the Association of the American Medical College's Task Force to the Inter Association Committee on Expanding Educational Opportunities in Medicine for Blacks and Other Minority Students. Washington, DC: Association of American Medical Colleges, 1970.

Outlines the efforts necessary to increase participation of minorities in the medical profession on a national basis. Major areas of emphasis in the report are retention of students in medical school, financial assistance, and recruitment practices. Also includes a section on conclusions and recommendations.

Reitzes, D. C. and Elkhanialy, H. "Black Students in Medical School." Journal of Medical Education. 51 (12), December 1976, pp. 1001-1005.

This study compares two groups of black medical students: those attending medical school between 1971 and 1974 and another group which attended school before 1970. Findings reveal difference in the two groups mainly in terms of financial support and in perceptions of discrimination. The study indicates that new efforts must be made to recruit and retain black students in medical school.

Roybal, Edward R. "Minorities in Medicine: The Next Decade." Journal of Medical Education. 54 (8), August 1979, pp. 652-655.

A Congressman's view of the progress in recruitment and general comments on need for continued medical school commitment to minorities.

Sleeth, Boyd C. and Mishell, Robert I. "Black Underrepresentation in the United States Medical Schools." The New England Journal of Medicine. 297 (21), November 24, 1977, pp. 1146-1148.

Statistics on medical school applicants, medical school students, and college graduates were analyzed to determine why blacks are underrepresented. The authors conclude that the major reason has been that the pool of black applicants is too small to achieve appropriate representation. They advocate programs which begin at the high school level to adequately prepare blacks for medical education.

Strelnick, Hal and Younge, Richard. Double Indemnity: The Poverty and Mythology of Affirmative Action in the Health Professional Schools. New York, NY: A Health/PAC Special Report, June 1980.

Documents the progress, or lack of progress, made by medical schools in admitting underrepresented minorities and women.

Summary Report of the Graduate Medical Education National Advisory Committee. Vols. 1-4. Washington, DC: US DHHS, Health Resources Administration, Office of Graduate Medical Education, 1980.

A final report of this committee which addressed issues related to the number of physicians required to meet the health needs of the nation, the appropriate specialty distribution of these physicians, geographic distribution, ways to finance the graduate education of physicians, and strategies for achieving the recommendations formulated by the committee. Volume 1 of this report is the summary.

Thompson, Theodis. "Curbing the Black Physician Manpower Shortage." Journal of Medical Education. 49 (10), 1974, pp. 944-950.

Wellington, John S. and Montero, Pilar. "Equal Educational Opportunity Programs in American Medical Schools." Journal of Medical Education. 53 (8), August 1978, pp. 633-639.

A survey of 90 medical schools indicates that between the years 1968 and 1972 most medical schools in the U.S. initiated programs to increase enrollment of minority group students. Three-fourths of the schools changed admission criteria and most of them provided special tutoring and other academic support.

Weymouth, Richard J. and Wergin, Jon F. Pilot Programs for Minority Students: One School's Experience. Medical College of Virginia, 1976.

This report discusses the preliminary impact of two experimental programs at the Medical College of Virginia for the academic progress and promotion of minority disadvantaged students in medical school.

Williams, Albert P. et al. Factors Affecting Medical School Admission Decisions for Minority and Majority Applicants: A Comparative Study of Ten Schools. Santa Monica, CA: Rand Corporation, December 1979.

Compares admissions procedures between 1973 and 1975 in ten selected medical schools throughout the country. Each of the ten schools had an Affirmative Action policy for special minority admissions in operation. These policies significantly improved minority applicants' chances of admission. Factors found to be important in admission for minority students included undergraduate achievement in science courses, residence in the state, and undergraduate enrollment in the parent university. These last two criteria, while heavily weighted for admissions, do not reflect potential competency.

Winslow, Ron. "A Nation of Doctors in Debt?" The New York Times Magazine. November 8, 1981.

Recounts the disturbing trend in medicine of accumulated debts by medical students. Because of the loss of other federal funds, the average medical student must borrow thousands of dollars at high interest in order to complete his/her education. Indicates that this will adversely affect the ability of disadvantaged students from participating in medical school and that medicine may become a profession exclusively for the rich.

G. Nursing

Baugh, E. Lorraine. "Nursing Education Opportunities, Inc." Nursing Outlook. 20 (2), February 1972, pp. 100-102.

Describes early efforts within nursing to attract more minority applicants. By providing counseling, tutoring, English, math, and sciences at the high school level and in transitional summer programs, youth were prepared for nursing education.

Branch, Marie. Faculty Development to Meet Minority Needs: Recruitment, Retention, and Curriculum Change, 1971-1974. Final Report. Boulder, CO: Western Interstate Commission for Higher Education, 1975.

Forty-four schools of nursing in the west participated in a project to impact on nursing education for ethnic students. Project results included pre-entry and post-entry programs that increase the rate of retention, successful graduation and licensure of minority students, curriculum changes to reflect ethnic groups, increase in enrollment of minority students and faculty from ethnic groups, and a listing of activities which were to continue beyond the end of the project.

Brown, Fannie F. Improving the Applicant Selection Process of the Nursing Program at City College of San Francisco. Doctoral Dissertation. Nova University, 1978.

This study attempted to discover why the City College of San Francisco's Nursing Department had an oversubscription of applications yet an underrepresentation of minority students. Fifty-nine Associate Degree in Nursing programs were surveyed along with 196 nursing students from the college. Conclusions included that oversubscription was a national phenomenon, that diversified methods were employed in both testing and utilizing the results for admissions criteria, and that ethnic minority students were consistently underrepresented. The report includes recommendations, literature review and bibliography, and the survey instruments used for the study.

Buckley, John. "Faculty Commitment to Retention and Recruitment of Black Students." Nursing Outlook. 28 (1), January 1980, pp. 46-50

A nationwide study was done to examine the various minority recruitment and retention strategies utilized by schools of nursing and to evaluate the roles which faculty members play in these efforts. Results indicate that black educators are more committed than white and that they carry on a major part of the recruitment and the retention efforts related to black students. This is among the most important factors contributing to the success of the black student. The level of faculty commitment described as effective in this report is considered to be seriously lacking in many schools of nursing.

Claebault, David. "The Black Nursing Student at the Liberal Arts College: A Study in Alienation." Nursing Forum. 15 (2), 1976, pp. 211-218.

Black nursing students in the midwest were studied to determine their level of alienation using Middleton's Alienation Scale. The response suggests that academic experience is generally pleasant and satisfying, while social experience in liberal arts colleges can be characterized by loneliness, isolation, and alienation.

Haney, Russell et al. "The Prediction of Success of Three Ethnic Groups in the Academic Components of a Nursing Training Program at a Large Metropolitan Hospital." Educational and Psychological Measurement. 36 (2), 1976, pp. 421-431.

Discusses the relationship between 15 predictive variables, primarily reflecting cognitive abilities and study skills, and 13 criterion measures representing course grades and scores on the National League for Nursing Achievement Test.

Indian Nursing Education Conference. Proceedings. Tsaile, AZ: Navajo Community College, June 1974.

Identified a series of barriers to participation in nursing by American Indians. These include schools located away from home environments, inadequate student preparation for coursework, feelings of isolation, lack of sensitivity within the college or university system, insufficient financial aid, and a lack of role models. Conference developed a number of recommendations regarding recruitment and retention of Indian students.

Johnson, Walter L. "Admissions of Men and Fthnic Minorities to Schools of Nursing, 1971-1972." Nursing Outlook. 22 (1), January 1974, pp. 45-49.

A statistical report by the National League for Nursing of admissions in 1971-72. The national summary indicated that the per cent of admissions for blacks was 11.6, for Spanish-speaking Americans - 3.0, for American Indians and Asians - 1.3, and for men - 5.7. Per cent of admissions of black students was highest in the south and for Hispanic students in the west. The states with larger proportions of black population manifested greater negative deviations from expectancy in the numbers of blacks enrolled in their programs.

Malhiot, Grete and Ninan, Mary. "A Seminar for Minority Students." Nursing Outlook. 27 (7), July 1979. pp. 473-475.

Describes a seminar that was developed at Loyola University of Chicago, School of Nursing to assist minority students in remaining in the nursing program. The seminars were designed to give academic, emotional and social support to minority students.

Miller, Michael H. "Are Blacks Entering Nursing?" Nursing Forum. 11 (3), 1972, pp. 248-263.

Describes the state of blacks in nursing schools at this time. Includes findings of a study of beginning black and white nursing students from three state supported schools in the south. Concludes that the lack of blacks in nursing is more associated with discrimination in admission to professional schools than with the fact that there are insufficient black role models within the black community. States that blacks must be assisted in graduating once enrolled in nursing school and in passing the state licensure examination in order to obtain the numbers of black nurses necessary within the field.

National Student Nurses' Association. The Three R's of Retention: Reasons, Responsibilities, Rights. Workshop given in Los Angeles, CA, April 1977.

Robinson, A. M. "Black Nurses Tell You: Why So Few Blacks in Nursing." RN. 35:33-41, July 1972, pp. 73-74.

Prominent nurses discuss the problems in recruiting blacks into the nursing field and present some ways to impact on this problem. Also includes a short description of three programs designed to recruit more blacks into nursing.

Smith, Gloria R. "From Invisibility to Blackness: The Story of the National Black Nurses' Association." Nursing Outlook. 23 (4), April 1975, pp. 225-229.

H. Psychology

Bernal, Martha E. "Hispanic Issues in Psychology: Curricula and Training." Hispanic Journal of Behavioral Sciences. 2 (2), June 1980, pp. 129-146.

Based on data collected from 1970 through 1978, seven major problem areas in the training and education of Hispanics in academic clinical psychology are identified. They are graduate student recruitment, graduate admission criteria, student support, faculty role models, curriculum content, training sites, and lack of quality applicants. Probable causes and possible solutions for each are addressed.

Dean, Wanda E. "Training Minorities in Psychology." Journal of Non-White Concern in Personnel and Guidance. 5 (3), April 1977, pp. 119-125.

Relates the need for minority professionals in the field of psychology. Discusses a model program which would be designed to train psychologists in serving the special needs of minorities. Strongly advocates the need for minority professionals themselves to take a more assertive role in this type of training.

Taylor, Dalmas A. and Henry, J. Marilyn. Ethnicity and Bicultural Considerations in Psychology: Meeting the Needs of Ethnic Minorities. Washington, DC: American Psychological Association, 1977.

Describes the American Psychological Association Minority Fellowship Program, intended to increase participation by minorities in psychology through fellowship stipends to attend graduate programs leading to a Ph.D. Conclusions suggest that though minority admissions are increasing there continues to be a need to modify existing standards for optimal success of programs of this type. Special student recruitment efforts should be considered, modified interpretation or exclusion of GRE scores for predictive information is desirable, a support system of ethnic students and faculty members is needed, and there must be modification of the curriculum to include other perspectives and assumptions.

I. Sciences/Mathematics

Barbosa, Pedro. "Underrepresentation of Minorities in the Biological Sciences." BioScience. 25 (5), 1975, pp. 319-320.

Presents information concerning the history and present status of representation of minorities (Chicanos, Puerto Ricans, blacks, and Native Americans) in the biological sciences at the undergraduate and graduate levels. Data presented relates primarily to blacks, but author contends that similar, if not worse, conditions exist for the other groups.

Issues in Minority Science Education. Proceedings. Atlanta, GA: Atlanta University, March 1979.

This conference covered topics such as curriculum and faculty development, the role of research, and the relationship of federal agencies to black colleges and universities. An overview of Atlanta University's Resource Center for Science and Engineering is also included. Both content and administration of such programs were discussed with appropriate recommendations being developed. Includes data on racial/ethnic enrollments in 1976.

"Grad Student Survey Includes Minority Data." Physics Today. 26 (8), 1973, p. 72.

Green, Rayna and Brown, Janet Walsh. Recommendations for the Improvement of Science and Mathematics Education for American Indians. Washington, DC: American Association for the Advancement of Science, December 1978.

Focusing on pre-collegiate, collegiate, and graduate and professional education levels, recommendations are based on the opinions of educators working with American Indians. These recommendations are intended to be used by governmental agencies and professional and other organizations.

Hedges, Larry V. and Majer, Kenneth. Female and Minority Representation in College Majors as a Function of Mathematics Requirements. San Diego, CA: University of California, San Diego, 1976.

Significant negative correlations were found between the number of math courses required for majors and a representation of each female group in total group in the major except Asians. Implications for increasing the representation of women and minorities in professional and academic careers are discussed.

The Indian Resources Development and Internship Program (IRDI) Covering Activities, Progress, and Accomplishments for the Period, April 1976 to June 1980. Summary Report. Las Cruces, NM: New Mexico State University, June 1980.

Recounts the success of the Indian Resources Development and Internship Program (IRDI). This program is intended to assist Indian tribes in developing managerial, professional, and scientific skills among American Indians through college academic education and related practical work experience. Fields covered include agriculture, engineering, energy resources, business, and other sciences involved with natural and economic development. Also contains information on a variety of enrichment programs.

Malcom, Shirley Mahaley et al. The Double Bind: The Price of Being a Minority Woman in Science. Washington, DC: American Association for the Advancement of Science, 1976.

Malcom, Shirley Mahaley; Cownie, John; Brown, Janet Welsh. Programs in Science for Minority Students 1960-1975. Washington, DC: American Association for the Advancement of Science, 1977.

This directory provides a brief program summary of 355 science programs for minority students. Programs are listed alphabetically. Includes a list of national health manpower programs with minority group services, some minority scientific professional associations, and an index of entries by educational level.

Melnick, Vijaya L. and Hamilton, Franklin D. Minorities in Science: The Challenge for Change in Biomedicine. New York, NY: Pelham Press, 1977.

A compilation of papers by various authors on subjects related to minority participation in the science fields. Includes sections on barriers, problems of minorities at majority institutions, public policy, financial aid, Affirmative Action, special programs, and programs at the pre-college level. A very thorough examination of this issue.

Minority Groups Among United States Doctorate-Level Scientists, Engineers, and Scholars, 1973. Washington, DC: National Academy of Sciences, December 1974.

This report was intended to provide statistical data that could be useful to organizations undertaking Affirmative Action programs with respect to minority groups. Its data is limited to the doctoral level (Ph.D., Ed.D., Sc.D., and equivalent), but does not include such professional degrees as M.D., D.D.S., D.V.M., or J.D. There are no recommendations or policy interpretations given.

"Scheme to Train Technicians Successful." Chemical and Engineering News. 52 (7), 1974, p. 23.

Discusses an experimental program for training chemical technicians in New York which emphasized expanding minority participation in the sciences. Includes description of goals, educational methods, instructional materials, and program content.

Sells, Lucy W. The Mathematics Filter and the Education of Women and Minorities. Paper presented at annual meeting of the American Association for the Advancement of Science, Boston, MA, 1976.

Discusses the fact that lower mathematics achievements among women and minorities eliminates their ability to participate in certain areas in the world of work.

Velez, William Yslas and Fernandez, Celestino. Underrepresentation in the Sciences: Chicanos and Native Americans. Tucson, AZ: Arizona University, 1978.

Documents the hiring practices of colleges and universities in the southwest in relation to Chicano and Native American scientists. Findings indicate that few were hired between 1970 and 197? and that most of those that were hired did not receive these positions due to Affirmative Action.

Young, Herman Andre. An Educational and Professional Profile on Black American Doctorates in the Natural Sciences. ERIC No. ED118350, 1973.

This study describes certain personal, educational and professional characteristics of 500 black scientists who have earned doctoral degrees in the natural sciences. Poor schooling in science and lack of knowledge about science careers were considered to be the greatest detriments to other blacks in pursuing careers in the science field.

J. Social Work

Armendariz, Juan. Social Work Education for Economically Disadvantaged Groups in Texas. Final Report, July 1, 1970 - August 31, 1973. Austin, TX: University of Texas, Graduate School of Social Work, Consortium of Texas Schools of Social Work, 1973.

Evaluates efforts by Texas Graduate Schools of Social Work to increase the percentage of blacks and Mexican American students, fully utilize the scholarship programs, develop a statewide recruitment system, make relevant curriculum changes, retain graduates in the program, and follow-up on students after graduation. Each of these points is evaluated and summarized in this report. Contains final comments and recommendations.

Black Perspectives on Social Work Education: Issues Related to Curriculum, Faculty, and Students. New York, NY: Council on Social Work Education, 1974.

This is a series of papers originally presented at the Western Interstate Commission on Higher Education workshop on Faculty Development. It attempts to deal with the major issues related to ethnic minorities in social work.

Compton, John H. Social Work Education for American Indians. Denver, CO: University of Denver, Center for Social Research and Development, September 1976.

A survey of American Indian students, faculty, and 54 accredited schools of social work was done to assess the nature of formal social work education for American Indians. Includes a series of recommendations on how to improve curriculum and programs to better meet the needs of American Indian social work students and the American Indian population.

Creecy, Robert et al. "Minority Students in Social Work Doctoral Programs: Some Considerations for Recruitment and Retention." Journal of Education for Social Work. 15 (3), Fall 1979, pp. 58-63.

A survey of minority doctoral students enrolled in the 1976-77 academic year was done to determine the factors that influenced their decision to undertake a doctoral degree in social work. Problems encountered during this process are identified and the need for continued efforts in recruitment and retention of minority students is stressed.

Moore, Jean E. "Career Mobility for the Poor Through Career Ladders: Myth or Reality?" Journal of Non-White Concerns in Personnel and Guidance. 3 (3), 1975, pp. 125-132.

Discusses employment problems of minority individuals. Describes the new career ladder in social welfare programs at Temple University in which disadvantaged people locked in deadend jobs are admitted to special social welfare courses.

PART II: ACCESS TO THE PROFESSIONS

A. The Bakke Decision

After Bakke: Working Papers Prepared for the Post-Bakke Planning Conference. New York, NY: Higher Education Research Institute, June 1978.

Papers represent such Bakke-related issues as legal implications, alternative admissions procedures, quantifying and defining disadvantagement, and the role of professional organizations and state agencies. The aims of the conference were to design action strategies, identify studies and analyses needed, and find means to disseminate the research and findings of this conference.

Astin, Alexander W. Testing in the Post "Bakke" Period. Address presented at Annual Meeting of the American Educational Research Association, San Francisco, CA, April 11, 1979.

Advocates modifying additional policies to implement Affirmative Action programs by de-emphasizing the use of standardized tests. Indicates that some kind of selective process is needed for admissions but that admissions procedures should be designed to select students and not as a tool for tracking them.

Braveman, Marilyn. Beyond Bakke. Our Stake in the Urban Condition. New York, NY: Domestic Affairs Department, American Jewish Committee, October 1978.

Outlines a number of admissions procedures which increase minority participation in professional schools but are in keeping with the Bakke decision and do not use racial quotas. Also makes recommendations for higher education Affirmative Action in the areas of recruitment, financing and admissions procedures.

Furniss, W. Todd. "Professional Education After Bakke." Educational Record. 60 (2), Spring 1979, pp. 137-145.

In the wake of the Bakke decision, discusses those short-range and long-range goals which will increase the pool of minority students eligible for professional education. Advocates the improvement of the high school graduate pool as a major source for potential participants.

Marshall, Thurgood. "Justice Thurgood Marshall's Opinion in the Bakke Case." Crisis. 86 (2), February 1979, pp. 45-50.

Asserts that because of the legacy of unequal treatment of blacks in America the institutions of the society must be permitted to give consideration to race in making decisions about who will hold positions of influence, affluence, and prestige.

Mohr, Paul B., Sr. "Issues Related to Affirmative Action: Policies and Programs for Admission and Retention of Minority Students." Negro Education Review. 32 (1), January 1981, pp. 94-100.

Discusses the Bakke decision and enumerates several policies which are not contradictory to that case and could be used as guidelines for Affirmative Action policies. Concludes that a more useful approach to Affirmative Action in graduate and professional schools might be in enhancing elementary and secondary education to provide a pool of minority students prepared for that level of study.

Reidhaar, Donald L. "Minority Preference in Student Admissions." Journal of College and University Law. 2 (3), 1975, pp. 197-209.

Points our major issues in preferential admissions in light of the Bakke case and concludes that universities and professional schools, not the courts, must be responsive to educational objectives through admissions policies.

"The Relevance of Race in Admissions: A Summary of the Position of the Carnegie Council on Policy Studies in Higher Education." Selective Admissions in Higher Education: Public Policy and Academic Policy. Berkeley, CA: Carnegie Council on Policy Studies in Higher Education, 1977.

Details the Carnegie Council's position on public and academic policy issues related to the Bakke case. The Council holds that the racial experience of an academically admissible student is among the criteria relevant to admissions decisions. Features of public and academic policy in higher education are discussed as they relate to racial criteria in admissions. Special recommendations are offered for policy affecting admissions to selected schools at both the undergraduate and graduate levels.

Saiki, Patricia et al. Bakke and Beyond. Invitational Regional Seminar, Collected Papers. Palo Alto, CA: Aspen Institute for Humanistic Studies, 1978.

Focuses on various impacts of the Bakke decision. Cover topics related to Affirmative Action, discrimination, testing/admissions, and policies and programs for admission and retention of minority students.

Spratlen, Thaddeus H. "The Bakke Decision: Implications for Black Educational and Professional Opportunities." Journal of Negro Education. 48 (4), Fall 1979, pp. 449-456.

Describes the impact of the Bakke decision on Affirmative Action programs within higher education. Concludes the decision will have a "chilling effect" on Affirmative Action and the ambiguity of the language used will make it difficult to establish viable programs of this sort in the future.

Tatel, David S. Nondiscrimination in Federally Assisted Programs; Title VI of the Civil Rights Act of 1964 (45 CRF Part 80) Policy Interpretation Number One. Washington, DC: US DHEW, Office for Civil Rights, October 1979.

Encourages institutions of higher education to continue and expand voluntary Affirmative Action programs to increase their enrollment of minority participants. Identifies permissible techniques to achieve these objectives consistent with Title VI of the Civil Rights Act of 1964 and the Supreme Court's decision in Regents of the University of California vs. Bakke.

B. Graduate and Professional Education

Atelsek, Frank J. and Gomberg, Irene L. Special Programs for Female and Minority Graduate Students. Higher Education Panel Report, Number 41. May 1979.

A survey of 311 institutions of higher education was done to determine whether they are providing special assistance to women and minorities for graduate study. Nearly half of the doctoral and professional institutions offered some form of special recruitment, academic, or financial aid program to benefit female or minority graduate students. Universities and public institutions were found to be the most active, with law and medicine reporting above average levels of effort. The report includes 15 statistical tables, a sample survey instrument, and information on institution response to the survey.

Bailey, Merrill-Jean. The Status and Future of Minority Group Representation in the Graduate and Professional Programs. Paper presented at Annual Conference of the Society for Ethnic and Special Studies. New Orleans, LA: October 28, 1977.

The author states that there are profound philosophical, sociological, and economic reasons for the underrepresentation of minorities in graduate and professional schools. Suggests that those who favor Affirmative Action policies make their support known.

Benford, Gloria. Conference on Minority Access to the Professions: Background Report. New York, NY: The Assembly, State of New York, Higher Education Committee, June 12, 1981.

Presents in detail the state of minority access to the professions within New York. Discusses barriers to participation, as well as State efforts to remedy these situations, including descriptions of State-funded programs. Includes pertinent sections of the Education Laws, and descriptions of some programs in the field of engineering designed to assist minorities.

Blackwell, James E. Access of Black Students to Graduate and Professional Schools. Atlanta, GA: Southern Education Foundation, 1975.

Highlights issues such as admissions policies, practices and results, enrollment trends and patterns in graduate and professional schools, and professional practices which are barriers to participation for minorities in the professions.

Brown, Frank and Stent, Marcelon D. "Black Graduate and Professional School Enrollment: A Struggle for Equality." Journal of Black Studies. 6 (1), 1975, pp. 23-34.

Provides a comprehensive picture of blacks enrolled in graduate and professional schools and presents data on earned degrees.

Buchanan, E. T. and Sunnucks, George M. Postsecondary Cooperative Education Programs and Minority Student Participation: Enrollment Patterns for Women, Veterans, Minority and Handicapped Students; Selected Program Characteristics; and Exemplary Programs Serving Populations with Special Needs. Virginia Beach, VA: Tidewater Community College, 1975.

Carlisle, Donald. The Disadvantaged Student in Graduate School, Master's and Doctoral Degree Programs in Predominantly Non-Negro Universities. Los Angeles, CA: University of California, 1968.

A report of an early program at the University of California, Los Angeles, which supported minority students in graduate school education. Program weaknesses identified were financial aid patterns; the quality of advising, orientation, and tutoring; and in criteria used for recruitment. After modification to improve selection in recruitment in 1966, only one of 21 students recruited in the program failed academically.

Epstein, Joyce. L. An Opportunity Structures Model for Post-Doctoral Programs in Educational Research. Baltimore, MD: Johns Hopkins University, Center for Social Organization of Schools, March 1979.

Describes a model for a post-doctoral program that incorporates three aspects of an opportunity structure: opportunity for transition, opportunity for productivity, and opportunity for association. Suggests that this model would be especially effective in increasing the number of minorities and women in positions in educational research and development. Includes a list of recruitment methods related to attracting women and minorities to the field of sociology.

Graduate and Professional School Opportunities for Minority Students. Princeton, NJ: Educational Testing Service, 1971.

Lists 1500 programs in law, medicine, business, graduate schools including information on entrance tests, financial aid, number of minorities enrolled.

Gunne, Manuel G. and Leslie, Larry L. Exceptional Graduate Admissions at the Pennsylvania State University. University Park, PA: Pennsylvania State University, 1972.

Evaluates the exceptional graduate admissions program at Pennsylvania State University instituted in 1970. Concludes that special admissions criteria does not adversely affect the quality of graduate programs.

National Advisory Committee on Black Higher Education and Black Colleges and Universities. A Losing Battle: The Decline in Black Participation in Graduate and Professional Education. Washington, DC, October 1980.

Identifies and discusses barriers to participation in graduate and professional education by blacks. The major reason, from the point of view of the author, is financial. Includes a series of recommendations.

National Board on Graduate Education. Minority Group Participation in Graduate Education. Washington, DC: National Academy of Sciences, 1976.

A comprehensive study of minority group participation in higher education. Includes a series of conclusions and recommendations on how to improve minority participation in graduate school education, a discussion of barriers, and an exploration of current efforts to promote participation: federal role, professional societies, state, philanthropic foundations, business, industry.

Owens, Otis Holloway. A Study of Black Graduate Students in Alabama. University, AL: Alabama University, 1976.

Identifies barriers to graduate education for blacks as financial aid, racism, recruitment practices, admissions policies, motivation and job opportunities.

Parrish, John B. "Women and Minorities as a Professional Resource: A Study of Progress and Change." Quarterly Review of Economics and Business. 18 (3), Autumn 1978, pp. 54-66.

Role of minority students in selected professional training (dentistry, medicine, pharmacy) is analyzed. Focuses also on changing status of minority women, compared with minority men as a professional resource.

Riedman, Larry ed. Toward Equal Educational Opportunity: Affirmative Admissions Programs at Law and Medical Schools. Washington, DC: U.S. Commission on Civil Rights, June 1978.

Affirmative admissions programs at law and medical schools are examined in the context of the national commitment to equal opportunity and to the eradication of the remaining effects of discrimination. Traditional admissions procedures are examined with respect to both their numerical, objective, or quantitative standards and their subjective or non-quantitative criteria. Includes a summary of the Carnegie Council policy studies in higher education on "the relevance of race in admissions".

Wright, Stephen J. "Redressing the Imbalance of Minority Groups in the Professions." Journal of Higher Education. 48 (3), 1972, pp. 239-248.

Representation of the major minority groups must be raised in the various major vocations and professions to levels equal to their percentage of the population.

C. Higher Education

Abramowitz, Elizabeth A. Equal Educational Opportunities for Blacks in U.S. Higher Education: An Assessment. Atlanta, GA: Howard University Press, 1976.

Access of Black Americans to Higher Education: How Open is the Door? Washington, DC: National Advisory Committee on Black Higher Education and Black Colleges and Universities, 1979.

Anderson, Alvin Frederick. "The Recruitment Process with Negrophilism." Journal of Non-White Concerns in Personnel and Guidance. 4 (1), 1975, pp. 38-43.

Suggests certain cultural aspects are essential to be considered by counselors in vocational guidance of blacks, means of recruiting black graduates, and approaches for disseminating information about jobs among blacks.

Bailey, Robert L. and Hafner, Anne L. Minority Admissions. Lexington, MA: D. C. Heath and Company, 1978.

A comprehensive review of issues related to minority admissions practices. Includes sections on the history of minority preference and student admissions, testing and its relevance to race, and policy issues for and against minority preference. Concludes that higher education institutions should pursue early outreach programs that parallel or supplement normal admissions procedures. Also has an extensive bibliography.

Bedlacek, William E. and Webster, Dennis W. "Admission and Retention of Minority Students in Large Universities." Journal of College Student Personnel. 19 (3), May 1978, pp. 242-248.

Bensimon, Estela, ed. First New Jersey Statewide Conference of Hispanics in Higher Education. Proceedings. Newark, NJ: Hispanic Association of Higher Education in New Jersey, December 1978.

Contains a number of papers outlining the status of Hispanics in the Higher Education System of New Jersey. Papers are on such issues as current trends and issues in policy and planning for Hispanics, Affirmative Action, admissions, bilingual higher education, academic programs, support services, the political dynamics of higher education, and the development of a statewide association dealing with the concerns of Hispanics in higher education.

Byrd-Johnson, Linda and Smith, Carol J. Selected List of Postsecondary Education Opportunities for Minorities and Women. Washington, DC: US DHEW, Office of Education, 1980.

Information on loans, scholarships, and fellowship opportunities by selected fields of study, how and where to seek general assistance to prepare to pursue education, addresses of offices that administer these programs, etc.

Carnegie Council on Policy Studies in Higher Education. Making Affirmative Action Work in Higher Education: An Analysis of Institutional and Federal Policies with Recommendations. 1st ed. San Francisco, CA: Jossey-Bass Publishers, 1975.

Cox, Janis R. The University of California Partnership Program - The First Eighteen Months. Berkeley, CA: Office of Outreach Services, University of California, February 1978.

Describes an "early outreach program" which assists minority high school students in preparing for admissions to the University of California. Program consists of counseling; role model presentations by faculty, staff and students, and community and governmental representatives; multi-media presentations offering motivation and information; campus tours; and printed information for students, parents, and school staff members.

Directory of Education Equity Agencies. New York: ERIC Clearinghouse on Urban Education, 1981.

Dole, Arthur A. and Passons, William R. "Life Goals and Planned Determinants Reported by Black and White High School Seniors." Journal of Vocational Behavior. 2 (3), 1972, p. 222.

Black secondary school seniors were compared with their white peers on motivational patterns in post-high school plans and life goals.

The Effectiveness of Postsecondary Opportunity Programs for the Disadvantaged: A Report of a Research Study Conducted by the Office of Higher and Professional Education. Albany, NY: New York State Education Department, 1974.

Study attempted to gain a longitudinal perspective on the effectiveness of Higher Education Opportunity Programs (HEOP) established in 53 private institutions of higher education to serve the educationally, economically, and socially disadvantaged. Although the study found that change in the college environment during the period 1967-1970 was minimal, results indicated that HEOP programs had overwhelming positive results.

Equal Opportunity for Blacks in U.S. Higher Education: An Assessment. Washington, DC: Institute for the Study of Educational Policy, Howard University, 1976.

Comprehensive study funded by the Ford Foundation to describe the status of black participation in higher education. Based on data from the 1973-74 academic year, provides an exhaustive view of the status of blacks in higher education, the economic implications of educating blacks, barriers to equal educational opportunity, and the problems of racial data when used to determine public policy.

Ethnic Minorities and Women at the University of New Mexico. Albuquerque, NM: New Mexico University, October 1978.

Describes this school's specialized programs emphasizing recruitment and retention of minority and women students, and the amount of money associated with each program. Issues discussed include minorities and women in graduate study, aid for graduate students, the relationship of degree production to enrollment, the faculty and staff with respect to representation of women and minorities, and the professional schools and enrollment of minorities and women.

Feagin, Joe R. Discrimination American Style: Institutional Racism and Sexism. Englewood Cliffs, NJ: Prentice-Hall, 1978.

Framework for Evaluating Institutional Commitment to Minorities: A Guide to Institutional Self-Study. Washington, DC: American Council on Education, 1976.

This comprehensive tool includes a section on graduate and professional programs.

Goodrich, Andrew. A Data Driven Minority Student Retention Model for Faculty and Administrators in Predominantly White Institutions. Paper presented at Annual Meeting of the American College Personnel Association. Detroit, MI: March 1978.

Describes a program using computerized monitoring and campus-wide committees to improve the recruitment, retention, and graduate rates of minority students generally and particularly those in underrepresented disciplines. Discusses the issues which contribute to the high attrition rate among minority students and factors which make it difficult for even the better prepared minority student to succeed.

Gordon, Edmund W. An Annotated Bibliography on Higher Education of the Disadvantaged. Study of Collegiate Compensatory Programs for Minority Group Youth. New York, NY: Columbia University, 1970.

Gordon, Edmund W. and Sahrer, Kimberly. Equal Opportunity in Higher Education: The Current State of the Art and Recommendations for Change (and) A Review of the Studies of the Program. New York, NY: Columbia University, 1976.

Two articles focusing on opportunity programs in higher education. The first discusses the confused state of these programs but indicates that overall they have had a positive effect. Recommendations for change include the establishment of free or low cost continuing postsecondary education, development of improved diagnostic assessment technology, and matching a student's characteristics to institutional capabilities. The second article discusses these programs and spells out policy changes in three broad areas: admissions and recruitment, financial aid, and support services.

Gordon, Milton A. "An Analysis of Enrollment Data for Black Students in Institutions of Higher Education from 1940-1972." Journal of Negro Education. 45 (2), 1976, pp. 117-121.

Hanford, George H. Minority Programs and Activities of the College Entrance Examination Board (A Critical Review and a Brief Look Ahead). New York, NY: College Entrance Examination Board, 1976.

Hawkridge, David G. et al. A Study of Further Exemplary Program for the Education of Disadvantaged Children. Final Report. Palo Alto, CA: American Institute for Research in Behavioral Sciences, 1969.

This study identified programs meant to increase the cognitive achievement of disadvantaged children from pre-school to grade 12. No program was included unless data was indicated that pupils in the program had achieved statistically significantly greater gains on

standardized tests than had controls, or had improved at a rate better than national norms. Eleven of these programs are described.

Helms, Janet E. and Willis, Cecilia A. "Factors Contributing to the Attrition of Pre-College Minority Students Prior to Freshman Year." Journal of College Student Personnel. 16 (6), 1975, pp. 490-492.

Investigates the decision of minority students not to attend a particular institution once admitted. Results suggested that inadequate financial aid played heavily in their decision not to enroll.

Kilgore, Russel E. et al. Indian Resources Development and Internship Program. Annual American Indian High School Student Orientation 4th. Las Cruces, NM: New Mexico State University, June 1980.

Discusses an orientation program designed to acquaint American Indian high school sophomores and juniors with a variety of academic college majors programs, careers, and job opportunities. Fields emphasized include agriculture, business administration, economics, energy, engineering, management, and natural resources management. Students were exposed to college life and are provided with services to help them adjust to the college environment. This manual provides information on how to increase the number of women and minorities in non-traditional recruitment, training, and jobs. Recruitment and orientation strategies, as well as a discussion of counseling and retention methods for non-traditional students, are included in this work. Also includes sections on job placement and follow-up.

Mares, Kenneth R. and Levine, Daniel U. "Survey of Academic Programs for Disadvantaged Students in Higher Education." Research in Higher Education. 3 (2), 1975, pp. 169-176.

Martínez-Pérez, Luis A. Hispanic Students in Higher Education. Paper presented at National Conference on the Education of Hispanics. Alexandria, VA: August 20-23, 1978.

Outlined are factors which affect Hispanic students in higher education: Hispanic immigration, lack of higher education institutions in urban areas, lack of information because of language and attitude barriers, admissions criteria, delayed education, problems with retention, cultural values and styles. Ten federal and state programs designed to enhance educational opportunity are discussed with respect to distribution of funds among ethnic/racial groups. Recommendations include programs to increase participation of Hispanics in non-traditional areas such as science and engineering, industry career programs to involve Hispanics at various levels of decision-making, better monitoring of federal programs at state and local levels, and to increase funding for bilingual teacher training.

Medley, Morris L. and Johnson, Catherine P. "The Economics of College Plans Among Black High School Seniors." Journal of Negro Education. 45 (2), 1976, pp. 134-140.

"Minorities in Postsecondary Education." Integrated Education. 11 (1), 1973, pp. 58-64.

This is a statement of the Regents of The University of the State of New York.

Olivas, Michael A. and Alimba, Nan. The Dilemma of Access: Minorities in Two Year Colleges. Washington, DC: Howard University Press, 1979.

This is a comparative study of minority participation in two-year colleges. Includes an extensive chapter on academic programs and support services and another chapter on recommendations for improving these two-year colleges to meet the needs of minorities.

Phillips, U. et al. "A Formative and Summative Evaluation Model for Special Educational Programs." Journal of Medical Education. 51 (10), 1976, pp. 836-843.

Data presented to illustrate the utility of a systematic evaluation model when applied to a realistic test situation and operational programs for minority students. Advantages to using this model are discussed.

Prestage, Jewel L. "Quelling the Mythical Revolution in Higher Education: Retreat from the Affirmative Action Concept." Journal of Politics. 41 (3), August 1979, pp. 763-783.

Discusses the failure of Affirmative Action within higher education in general and within political science in particular. Indicates that the proper financial and environmental support has not been provided to minority students in this field.

Reed, Rodney J. "Increasing the Opportunities for Black Students in Higher Education." Journal of Negro Education. 47 (2), Spring 1978, pp. 143-150.

Addresses the problems of black students within higher education. Identifies the deficiency in high school preparation in mathematics, science, and English and the lack of appropriate counseling within the higher education setting as factors for limited participation in graduate and professional schools. Also cites alienation and lack of sufficient financial aid as major problems. Includes a set of recommendations for improving educational opportunities to blacks.

Retrenchment in Education: The Outlook for Women and Minorities. Report No. F76-9. Denver CO: Education Commission of the States, May 1977.

Summarizes information on the reasons for, and the extent of, the effects of declining enrollment and inflation strained budgets on women and minorities in education. The data contained indicates trends in reduction in force, the granting of tenure, unemployment, collective bargaining, and the demand for teachers, as well as employment trends among women and minorities.

Rolph, John E. et al. Predicting Minority and Majority Student Performance on the National Board Exams. Santa Monica, CA: Rand Corporation, November 1978.

Data collected from the results of the National Board of Medical Examiners examination was used to predict performance of majority and minority students in medical school. Drawing from members of the 1975 and 1976 graduating classes of nine medical schools and using factors such as medical college admission test scores, undergraduate grade point averages, undergraduate school attended, sex, race, and medical school characteristics, it was concluded that broad aptitude measures of the quantitative and verbal parts of the MCAT had greater predictive power for minority students than for majority students. Also concluded that measures of general aptitude are better predictors than measures of past achievement for minority students.

Sabine, Gordon. "Encouraging Minority Enrollments: Five Institutions' Efforts." Intellect. 106 (2393), February 1978, pp. 329-332.

Recounts the efforts of five academic institutions including State University of New York at Binghamton in recruiting and retaining minorities. Indicates that, although progress is being made in the undergraduate levels, the next hurdle is to gain greater access to the graduate and professional fields.

Schrader, Jerry G. and Kent, Marion. Education of Minorities and the Disadvantaged: A Partial Annotated Bibliography. Madison, WI: University of Wisconsin, Systemwide Center for the Study of Minorities and the Disadvantaged, 1978.

A very extensive bibliography taken from the ERIC data bases. Includes a subject index. Helpful in getting an overview of the literature at all levels of education.

Special Programs for Minorities and Women in Higher Education. New York, NY: Council for Financial Aid to Education, 1978.

Stanley, Julan C. Predicting College Success of Educationally Disadvantaged Students. Baltimore, MD: Johns Hopkins University, 1970.

Discusses the relationship between Scholarship Aptitude Test scores and grades in predicting success in college. Indicates that these two methods when used together usually do predict college grades of disadvantaged students about as well as they do for other students.

Success of Asian Americans: Fact of Fiction? Washington, DC: U.S. Commission on Civil Rights, 1980.

Taddiken, Nancy K. Minorities on Campus: A Survey of Black and Hispanic Participation in Colleges of the Rochester Area. Rochester, NY: Urban League of Rochester, NY, Inc., Program Planning and Research Division, March 1981.

Indicates the status of minority participation in higher education in the Rochester area. Includes recommendations for recruitment and retention.

Toward Equal Educational Opportunity: Affirmative Admissions Programs at Law and Medical Schools. Washington, DC: U.S. Commission on Civil Rights, May 1979.

Trent, William T. College Compensatory Programs for Disadvantaged Students. Washington, DC: ERIC Clearinghouse on Higher Education, 1970.

The first part of this report discusses general program attributes such as admissions procedures, recruitment, financial aid, pre-college courses in business, and academic and social counseling. The second part reviews some of the accomplishments and implications of these programs, including their impact on various constituents of the university community. Also examines in detail the characteristics of successful compensatory programs at 18 colleges and universities across the country.

Turner, Rick. "Factors Influencing the Retention of Minority Students in the 1980s: Opinions and Impressions." Journal of Non-White." Concerns. 8 (4), July 1980, pp. 204-214.

Discusses a series of recommendations on retaining minority students in higher education, covering areas such as recruitment, student orientation, financial aid, curriculum, outreach efforts, etc. The author suggests ways to ensure meaningful participation by minority students within higher education institutions.

Wheat, Valerie. Hispanic Women and Education: Annotated Selected References and Resources. San Francisco, CA: Women's Educational Equity Communications Network, 1978.

D. Minorities and the Work Force

Adams, Effie K. and Jones, Ruby J. Scaling the Ivory Tower in Spite of Affirmative Action Guidelines. Boston, MA: American Educational Research Association, April 1980.

Reports the response of various organizations within higher education to Affirmative Action mandates. The results of an investigation of the literature indicates that administrators and managers, while advertising as Affirmative Action employers, are actually still using hiring practices that are primarily closed, and that the "old boy" network still prevails in higher education.

Addendum to Statistics on Minorities and Women. (Reprinted in Background Report, Conference on Minority Access to the Professions - June 12, 1981). Albany, NY: State of New York, Department of Labor, May 1977.

Almquist, Elizabeth McTaggart. Minorities, Gender, and Work. Lexington, MA: D. C. Heath and Co., 1979.

Although geared more to labor than to education, this book contains extensive information on the problems of racial and sexist discrimination in the work force. Includes sections on occupations and labor force participation, the cost of labor force discrimination, and the legal implications of race and sex discrimination. Contains a series of useful tables related to these issues.

Anderson, Laura. "Manpower and the Minority Student." Regional Spotlight. 11 (1), September 1976, entire issue.

Describes the labor market at that time, 1976, indicating that opportunities are diminishing in fields heavily favored by blacks in college: the social sciences, home economics, and education. Future opportunities will come in fields presently unpopular or unknown to blacks: engineering, accounting, library science, urban and regional planning, the health professions, and computer sciences.

"As Employers Hunt for Skilled Women, Blacks." U.S. News and World Report. 85 (2), July 17, 1978, pp. 75-76.

Outlines industry's problem recruiting women and minorities; how they pick the "cream" leaving many qualified women and minorities unemployed. Controversy over whether increased attention to sex discrimination threatens opportunities for minorities.

Bullock, Paul ed. Minorities in the Labor Market. Los Angeles, CA: University of California Industrial Relations, 1978.

Proceedings of a conference held in 1977. Covers economic and employment trends which affect Hispanics, blacks, Asian Americans, and American Indians. Of interest are a number of tables describing participation by these groups in various occupations.

Butler, Veronica J. "Career Awareness: Recruiting Minority, Disadvantaged and Handicapped Students." Wisconsin Vocational Educator. 2 (3), March 1978, pp. 9-11.

Describes an outreach career awareness project designed to correct the imbalance of minority, disadvantaged, and handicapped students in postsecondary education. Special recruitment efforts, counseling services, and follow-up activities were provided, including various academic and interest assessments and possible course modifications.

Career Development Opportunities for Native Americans. Washington, DC: U.S. Department of the Interior, Bureau of Indian Affairs, 1975.

Cole, Katherine W. ed. Minority Organizations: A National Directory. Garrett Park, MD: Garrett Park Press, 1978.

Functional index lists professional associations by minority group. Gives address, phone, contact person and description of what they do.

Davenport, Lawrence and Petty, Reginald. Minorities and Career Education. Columbus, OH: EECA Publications, 1973.

Contains two good chapters on preparing counselors for career education of minorities, p. 95, p. 109.

Deutsch, Shea and Evans, Inc. The D, S and E Recruitment Manual 1978-1979. New York, NY: D, S and E, 1978.

Discusses general employment recruiting techniques. Contains a special section on Affirmative Action (minority and women's publications, specialized employment agencies, Affirmative Action consulting organizations, etc.). Designed for use by universities, government, business, and industry.

Dillard, John M. "Some Unique Career Behavior Characteristics of Blacks: Career Theories, Counseling Practice, and Research." Journal of Employment Counseling. 17 (2), June 1980, pp. 288-298.

Current sociological theory on career behavior characteristics and social factors influencing it. Research studies cited heavily. Discusses work ethic, family role expectancy.

Ford, David et al. "Correlates of Job Stress and Job Satisfaction for Minority Professionals in Organizations: An Examination of Personal and Organizational Factors." Group and Organization Studies. 3 (1), March 1978, pp. 30-38.

Freeman, Evelyn S. and Field, Charles L. A Study of Black Male Professionals in Industry. New York, NY: Recruitment Management Consultants, 1973.

Gottfredson, Linda S. Race and Sex Differences in Occupational Aspirations: Their Development and Consequences for Occupational Segregation. Report No. 254. Baltimore, MD: Johns Hopkins University, Center for Social Organization of Schools, July 1978.

Data from the National Assessment of Educational Progress regarding occupational aspirations, values, and self-supported competencies of 13-year-olds, 17-year-olds, and adults age 26-35, were used to examine race and sex differences in orientation to particular types of occupations. The data implied that strategies to decrease occupational segregation by decreasing educational handicaps will not erradicate all important differences and recommended that more attention be devoted to understanding the socialization processes that lead the races and sexes to seek different jobs.

Green, Kenneth C. Minority Students and Professional Associations. Los Angeles, CA: Higher Education Research Institute, September 1978.

The role of professional associations in facilitating minority access to graduate and professional education is addressed. Sixteen of 29 associations surveyed responded with data which indicates that the role of associations appears to be limited to expressions of support for resolutions of Affirmative Action in hiring and admissions, but that there is little that is being done to increase minority participation in academic training within these fields. The study states that the best information available came from law and medical associations. Suggests that the passive role which associations have played in minority participation is inadequate and that they could more actively lead in the promotion of minority involvement in academic and professional training.

Johnson, Willis L. ed. Directory of Special Programs for Minority Group Members: Career Information Services, Employment Skills, Banks, Financial Aid. 2nd ed. Garrett Park, MD: Garret Park Press, 1974.

Programs available through national and local organizations, federally supported projects, by universities to help black, Spanish-speaking and American Indians, their counselors and potential employers.

Lamphere, Louise. Women, Work and Ethnicity in an Urban Setting. New York, NY: New York Center for Policy Research, 1978.

LaNoue, George R. and Miller, Nancy Lloyd. "Professional Societies and Equal Employment." Society. 13 (2), January/February 1976, pp. 52-58.

The role of professional societies in the employment of minority and women professionals is discussed. Nineteen professional associations were surveyed to determine their response to equal opportunity employment policies, placement, and grievance procedures within their selected professions. The survey found that professional associations had made more progress in the concerns of women than of those of minority group academics.

McMillan, Kathleen A. Minorities and Women in Private Industry 1975. Washington, DC: U.S. Equal Employment Opportunity Commission, 1977.

Minority Women Workers: A Statistical Overview. Washington, DC: U.S. Women's Bureau, 1977.

Recruiting Women for Traditionally "Male" Careers: Programs and Resources for Getting Women into the Men's World. Washington, DC: Association of American Colleges, Project on the Status and Education of Women, October 1977.

This paper lists various resources which have been developed and used by colleges and universities in counseling and recruiting women for careers formerly considered for men only. Includes a review of programmatic approaches to recruiting women to non-traditional careers, some examples of special recruiting materials, a sampling of available publications in resource groups in selected fields, and resources that may be especially helpful in recruiting minority women.

Renetzky, Alvin ed. Directory of Career Resources for Minorities. 1st ed. Santa Monica, CA: Ready Reference Press, 1980.

Private, non-profit minority organizations, social and community service agencies, college and university affiliated resource centers, YMCA, YWCA, independent consulting services, specialized employment agencies, business and professional organizations covered. Includes resources for career and educational counseling, information, continuing education, support groups, career resource libraries, job banks, skills assessment, testing.

Schneider, Stephen A. The Availability of Minorities and Women for Professional and Managerial Positions, 1970-1985. Philadelphia, PA: University of Pennsylvania, Wharton School, Industrial Research Unit, 1977. Manpower and Human Resources Studies No. 7.

Sells, Lucy W. Availability Pools as the Basis for Affirmative Action. Paper presented at 44th Annual Meeting of Pacific Sociological Association. Scottsdale, AZ: May 5, 1973.

Deals with the issue of Affirmative Action as it relates to the hiring of university faculty positions. It concludes that effective Affirmative Action requires educating those who do the hiring, those who seek access to the pool of doctorates, and those who have traditionally contributed to the filtering process which has kept women and minorities out of the active pool.

Singleton, Robert. "Black Professional Manpower and the City." New Generation. 53 (2), 1971, pp. 15-19.

Contrasts the factors determining the supply/demand ratio for black professionals with that for white professionals, and examines the future role of black professionals in salvaging the urban environment in which the majority of black Americans live.

Swinton, John. "A Subtle Form of Discrimination." Continuing Higher Education. 29 (1), Winter 1981, p. 22.

Author says educational attainment is often used as an exclusionary hiring criterion when, in reality, racism is the reason for systematic rejection of minority applicants.

Vetter, Betty M. and Babco, Eleanor L. Professional Women and Minorities - A Manpower Data Resource Service. 2nd ed. Washington, DC: Scientific Manpower Commission, November 1978.

Provides current and historical statistics about the participation of women and minorities in professions requiring at least a baccalaureate degree. Tables are broken down by field of study and updated regularly.

"Women and Minorities - Factors Influencing Career Decisions". American Technical Education Association, Inc. Journal. 7 (5), March-April 1980, pp. 13-14.

Wynar, Lubomyr R. Encyclopedic Directory of Ethnic Organizations in the United States. Littleton, CO: Libraries Unlimited, Inc., 1975.

Appendix lists professional and research organizations dealing with ethnicity and coordinating activities, gives contact, name, address, phone, staff, membership, publications, nature of organization, functions, interests.